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COVER: An artistic likeness of Supreme Court Justice
Louis Dembitz Brandeis

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Brandeis University

Florence Heller
Graduate School
for
Advanced Studies in
Social Welfare

1971/1972

WALTHAM, MASSACHUSETTS





Louis Dembitz Brandeis
from a sculpture by Robert Berks

Table of Contents

Academic Calendar	4
Florence Heller Graduate School for Advanced Studies in Social Welfare . . .	5
Purposes	5
Degrees Offered	6
Course of Study	7
Research Projects	10
Admissions	12
Tuition and Fees	13
Chairs	14
Loan Funds, Traineeships, Endowments, and Fellowships	15
Curriculum	18
Directories	27

Academic Calendar 1971–1972

Fall Term:

Wednesday, September 22, 1971 through Friday, January 21, 1972

Wednesday	September 22	Orientation and Registration
Thursday	September 23	Classes Begin
Wednesday	September 29	No Classes
Monday	October 4	No Classes
Monday	October 11	No Classes
Monday	October 25	No Classes
Thurs./Fri.	November 25/26	No Classes
Friday	December 17	Winter Recess Begins After Last Class
Monday	January 3	Classes Resume
Friday	January 21	Last Day of Classes, Fall Term 1971–1972

Spring Term:

Monday, February 7, 1972 through Friday, June 2, 1972

Monday	February 7	Classes Begin
Monday	February 21	No Classes
Friday	March 24	Spring Recess Begins After Last Class
Monday	April 10	Classes Resume
Monday	May 29	No Classes
Friday	June 2	Last Day of Classes, Spring Term 1971–1972
Sunday	June 11	Commencement



Florence Heller Graduate School for Advanced Studies in Social Welfare

The Florence Heller Graduate School for Advanced Studies in Social Welfare is a professional school established by Brandeis University to provide an educational program directed toward leadership responsibilities in the field of social welfare. The school was made possible by an initial endowment from the late Mrs. Florence G. Heller of Chicago. It was organized in 1959 following careful study by the President, the Administration, and the Board of Trustees of Brandeis University after consultation with a distinguished panel of social work educators and social welfare authorities.

The School is housed in the Florence Heller Building complex which includes the Benjamin Brown Research Building. These buildings contain classrooms, faculty offices, student study rooms and research facilities. The buildings are devoted entirely to the activities of the School. They are located next to the Goldfarb Library and ideally situated with reference to the various other resources of the University.

Purposes

The educational program of the School is designed to produce graduates who can take positions of leadership in the social welfare field. Social welfare is viewed by the Heller School in broad terms as a developing field whose definitions and boundaries are evolving constantly in response to growing understanding of human needs. Social welfare today involves a wide range of interventions in the solution of social problems, cutting across a number of traditional fields and disciplines such as social work, health, education, housing, employment, urban planning, public policy and administration.

Heller School graduates are expected to enter careers where they can engage in innovative activity contributing to the future development of knowledge and practice. Many graduates are teachers and administrators in schools or departments of social work, social policy, urban planning, and related fields. Others are engaged in research careers or as planners and administrators in various human service activities.

In addition to its training program, the School conducts an active program of policy-oriented research related to its broad range of social welfare interests. Research projects are interdisciplinary in character and usually involve collaborative activity between faculty and advanced students. The general purposes of research projects are to increase understanding of social problems, to explore new and more effective ways of intervening in social problems, and to improve the methods of evaluating the impact of such intervention.

Members of the Heller School faculty engage, individually and collectively, in extensive consultation and service activities on behalf of both governmental and voluntary organizations, at local, state, regional, national, and international levels. They occupy prominent positions on governmental advisory commissions, task forces, and review panels. These outside activities, in addition to providing service to the community, frequently also serve as channels for student training in research and consultation.

Degrees Offered

The Heller School offers a program of study leading to the Ph.D. degree. Students are admitted either with or without a previous Masters level graduate degree. Minimum full-time residence requirements are one year for students entering with a prior graduate degree and two years for others. The normal expectation, however, is for at least one additional year of full-time residence beyond these minimum requirements.

The Heller School has been accredited by the Council on Social Work Education to offer a degree of Master of Social Work. This degree is offered to students who desire to qualify as professional social workers in the course of pursuing their doctoral studies at the Heller School. The program is not geared to serve the interests of students deciding to terminate their education at the Master of Social Work level. *No new M.S.W. candidates will be admitted in 1972–1973.*

Requirements

To qualify for the Ph.D. degree, students are required to:

1. Demonstrate competence in the core areas. (Specified below).
2. Complete a substantive paper showing evidence of competence in a specialized area.
3. Pass a foreign language examination.
4. Complete an acceptable doctoral dissertation.

Students without previous experience are required, in addition, to complete a practicum or internship which will provide an opportunity to engage in some aspect of practice in the social welfare field.

To qualify for the M.S.W. degree, students are required to:

1. Demonstrate competence in the core areas.
2. Complete two practica of 50 days each.
3. Complete an acceptable comprehensive paper on a specialized subject in the social welfare field.

Course of Study

The Heller School offers an individualized program of study designed to meet the needs of each individual student in relation to his previous education and experience, as well as his future goals. Each student will be guided throughout his studies at the Heller School by an advisement committee consisting of members of the Heller School faculty, and, if indicated, faculty members from other departments at Brandeis or from other universities. The curriculum of the School is organized about a series of course offerings in social welfare; social science; social research; policy, planning, and administration; and specialized courses in a number of substantive fields.

The offerings include core courses designed to help students achieve competence in the following areas:

1. Knowledge of the field of social welfare—its history, structure, fields of activity, policy issues, value commitments and the nature of professional activity within the field.
2. Ability to use theoretical materials from at least one of the social sciences or other disciplines in relation to applied problems in the field of social welfare.
3. General knowledge of research methods employed in the field of social welfare, including collection, processing, and analysis of data; and of the relationship of systematic investigation to policy and planning.
4. General knowledge of methodology of policy analysis, planning and administration as relevant to the field of social welfare.

Other courses are designed, along with practica, internships, work-study plans, and other learning experiences (as determined in consultation with advisement committees) to help the student acquire competence in the following specialized areas:

1. Substantive fields.

The student will be expected to demonstrate expertness in one or more substantive fields of social welfare. This will involve mastery of the theoretical and research literature relevant to the problems in the field, knowledge of policy issues and alternatives, and evaluation of modes of intervention that have been or might be applied.

The level of expertness expected upon completion of the Ph.D. includes not only the ability to make a critical evaluation of existing literature and practice but the ability to contribute to the growth of knowledge and/or the improvement of practice in the chosen field.

Courses are available in the following substantive fields:

- | | |
|----------------------------|----------------------------|
| a. Child welfare | f. Jewish communal service |
| b. Community mental health | g. Manpower planning |
| c. Gerontology | h. Mental retardation |
| d. Health planning | i. Rehabilitation |
| e. Income maintenance | j. Social services |

2. Specialized Skills

The student will be expected to demonstrate a professional level of skill in identifying problems, designing projects, and mobilizing relevant conceptual and methodological resources in at least one of the following areas:

- a. Social problem and social policy-oriented research.
- b. Social policy analysis, social planning, and administration.

Courses Outside the Heller School

Students may, with the agreement of their advisement committees, enroll for courses in other departments of Brandeis University. The privilege of auditing courses at Brandeis without fee is extended to all students of the Heller School. Courses may be either at the graduate or undergraduate level. Permission to audit must be obtained from the course instructor.

The Heller School has reciprocal arrangements with a number of related programs in other universities. Heller School students have access to courses in the Department of Urban Studies and Planning of the Massachusetts Institute of Technology, The School of Public Health of Harvard University, the Fletcher School of Law and Diplomacy of Tufts University, and the Center for Law and Health Sciences of Boston University. Admission to such courses requires the agreement of the student's advisement committee and the instructor of the course.

The Italian Exchange Consortium: The Heller School, in collaboration with Rutgers University, maintains an exchange program for study and research with several Italian educational institutions. The exchange is maintained between counterpart Italian and American committees. The Universities of Padua and Rome, the Institute for Social Work Research, and the Zancan Foundation, as well as various schools of social work, have been engaged in the past. The exchange makes possible research conducted either in Italy or the United States by graduate students or faculty from the cooperating institutions; and encourages advanced study for graduate students in any of the cooperating Italian or American universities.

Hebrew University: The Heller School and Paul Baerwald School of Social Work of the Hebrew University in Jerusalem have initiated an exchange program that is designed to help meet the needs of Israel for faculty in schools of social work. The program is available to selected Israeli students who will be supervised in Ph.D. studies by members of both faculties, taking courses in both institutions, and doing dissertations on Israeli material. The program also envisages faculty exchanges between both universities.

The Benjamin S. Hornstein Program in Jewish Communal Service

The Benjamin S. Hornstein Program in Jewish Communal Service at Brandeis University is sponsored jointly by the Florence Heller Graduate School for Advanced Studies in Social Welfare and the Philip W. Lown Center for Contemporary Jewish Studies. The program is designed to prepare students for professional careers in Jewish communal service, combining training in professional skills with extensive background in Jewish studies.

Course offerings deal with Jewish history and thought, contemporary Jewish issues, policies and programs in the field of social welfare, and social policy, planning and administration. Course work is expected to take approximately two years, with the third year devoted to preparing a dissertation. Internship experiences are available, depending upon the background and career interests of the student. Graduation requirements include a reading knowledge of Hebrew or Yiddish.

Applicants desiring to enroll in the Hornstein Program as Ph.D. degree candidates should follow the general admissions procedure of the Heller School as described below. Candidates must have a previous graduate degree and/or substantial work experience in some areas relevant to the purposes of the Program.

Research Projects 1971-1972

Center for Manpower Administration and Research: A training and research program devoted to the development of faculty and student interests in the field of manpower, with particular emphasis on career ladders in health, welfare, employment and rehabilitation services.

Director: Prof. Dennis A. Derryck

Coordinator: Prof. Wyatt C. Jones

SPECIFIC MANPOWER STUDIES

An Analysis of Some Aggregative Effects of Manpower Programs: The Impact on Long Run Economic Growth and on Short Run Fluctuations in Employment.

Principal Investigator: Prof. Barry L. Friedman

Determining Priorities Among and Services for Assistance Recipients under the Manpower Component of AFDC-WIN or FAP.

Principal Investigator: Prof. Leonard J. Hausman

Improving the Retention of Indentured Apprentices in the Apprenticeship Outreach Programs.

Principal Investigator: Prof. Dennis A. Derryck

Levinson Gerontological Policy Institute: A program designed to stimulate the development of policies that meet the immediate and emerging problems of aging Americans, while counteracting the isolation of the elderly from the mainstream of American life. Specific policy issues are submitted to analysis and new approaches to dealing with the needs of the elderly are being designed and tested. Particular attention is being given to ways of putting the findings of scientific research to more immediate and practical use. At present the Institute is giving major attention to the development of new structural and financing mechanisms for providing personal noninstitutional care to the severely disabled.

Director: Prof. Robert Morris

Social Policy Study Program: A program of studies aimed at developing a conceptual model of social policies, and a framework for analysis of existing, and synthesis of alternative policies. The conceptual model incorporates economic, social, and political dimensions. In 1971-1972, the model and framework are being tested in the analysis and development of social policies concerning child development, child care services, parental roles and responsibilities, and distribution of income and wealth.

Principal Investigator: Prof. David G. Gil

Systems Technology Applied to Social and Mental Health: A research project in the application of the full range of systems technology to community mental health and health and welfare services. Systems analysis, mathematical modeling, and computer simulation techniques are employed. A health and welfare problem-oriented simulation language, HAWSIM, is undergoing continuous development and testing. The technology is being used to evaluate alternative designs for delivery services.

Principal Investigator: Prof. William F. Eicker

The Roles and Functions of State Planning Systems: A study to provide detailed empirical knowledge of state government planning systems as they actually operate, with different combinations of technical planning tools, structural arrangements, and functions. By examining state planning in aging, mental retardation, vocational rehabilitation, and other fields, the project is exploring the evolving new approaches to federalism, through which a series of parallel state planning systems are looked to by Washington as channels for promulgating "central planning" ideas, policies and priorities.

Principal Investigator: Prof. Robert H. Binstock

Evaluation of the Process of Periodic Review of the Developmentally Disabled of the State of Massachusetts: A study to evaluate the effects of legislation recently enacted in the State of Massachusetts which requires that there be an annual review of persons in State Schools for the Mentally Retarded. The results of this evaluation should help to determine the future course of review procedures in other states.

Principal Investigators: Prof. Kenneth J. Jones and Prof. Gunnar Dybwad



Career of Lower Socio-Economic Drug User: A study of lower socio-economic drug users within the context of their local slum neighborhood. The notion of a career model commitment to drug use provides a conceptual framework for assessing the impact of social factors in the immediate social context of slum life. The major research technique employed is participant observation in a selected neighborhood.

Principal Investigator: Dr. Harvey W. Feldman

Assessment of Drug Rehabilitation Clinic, Boston City Hospital: Boston City Hospital's drug clinic provides treatment for a large number of addicted persons in the City of Boston. The study is attempting to follow-up a group of persons under treatment and to examine characteristics of those who drop out of the clinic in comparison with persons who either complete treatment or remain on maintenance therapy.

Principal Investigator: Prof. Howard E. Freeman

White House Conference on Aging: Consultation with the White House Conference Staff to provide help in planning, commissioning, and developing the Background Papers for the Conference.

Principal Investigator: Prof. James H. Schulz

Veterans Administration Center for Research and Training: A cooperative program between the Heller School and the Veterans Administration to train doctoral students who undertake studies of services to veterans; to stimulate on-going research in VA facilities; to evaluate innovative programs of treatment, patient care, community placement, etc.; and to develop new careers in the delivery of health services.

Director: Prof. Wyatt C. Jones

Admissions

Individuals wishing to be considered for admission should obtain formal applications from the Director of Admissions, Florence Heller Graduate School for Advanced Studies in Social Welfare, Brandeis University, Waltham, Massachusetts 02154. Applications should be completed and returned as early as possible, but in any case no later than February 7. Admissions decisions will be made no later than April 1.

All applications are considered on a competitive basis. Preference in admissions is given to students who have had previous experience in social welfare or a related field.

The two major criteria used in considering applicants are: 1) academic competence to complete the work of the Heller School, and 2) compatibility between the applicant's expressed interests and career goals and the program of the School.

The applicant is responsible for furnishing official transcripts of all previous academic work, undergraduate and graduate. If any of the standardized aptitude tests, e.g. Graduate Record Examination or Miller Analogies Test are taken, applicants are advised to have results submitted to the Admissions Office. Personal interviews may be arranged between the applicant and a representative of the School.

Housing: Graduate Housing is not available on campus. The Off-Campus Housing Office serves as a clearing house for homes, rooms and apartments in Waltham and nearby Greater Boston communities.

Parking Regulations: Any vehicle which is driven and parked on campus must be registered with the Department of Security and Safety and must be assigned a parking space. A complete set of parking and traffic regulations is available at the Department.

Dismissal from the University: The University reserves the right to dismiss or exclude at any time any student whose character, conduct, academic standing or financial indebtedness it regards as undesirable, through disciplinary procedures established in the Graduate School. Neither the University nor any of its Trustees or officers shall be under any liability whatsoever for its disciplinary action, exclusion or dismissal.

Tuition and Fees

Tuition: All full time students will pay the regular tuition of \$2900 per year, the same tuition required of all students at Brandeis University. No refund of the tuition fee will be made because of absence, illness or dismissal during the academic year. If a student withdraws from the University within 30 days before the beginning of classes, he may petition for partial refund of tuition. A refund may be denied without any reason for such denial being stated.

Diploma Fee: A diploma fee of \$10 is payable by candidates for the M.S.W. degree. All candidates for the Ph.D. degree are charged a graduation fee of \$250 prior to June 1 in the year in which the diploma is granted. This fee covers the cost of publication of the Dissertation through University Microfilms, Inc. and the rental of a cap and gown for graduation.

Student Health Plan: Although it is not mandatory, students are eligible to participate in the Student Health Plan. Payment of the Health Plan Fee entitles the student to utilize the facilities of the Stoneman Infirmary and the Mental Health Center in Lemberg Hall during the academic year. In addition, the student may participate in the Health Insurance Program. Although the health services offered at Stoneman Infirmary and Lemberg Hall are not extended to dependents of students, an optional family health insurance plan is available to married students.



The Julius and Gertrude Livingston Library

Chairs

Maurice B. Hexter Chair in American Philanthropy (1961) established by friends and associates of Dr. Maurice B. Hexter of New York City in tribute to his long career of public service and Jewish communal leadership. The incumbent of the Chair is Dean Arnold Gurin.

Milton Kahn Chair in Community Organization (1959) established through contributions by hundreds of friends and admirers of a distinguished community leader, and an emeritus member of Brandeis' Board of Trustees, in tribute to a lifetime of leadership. The Chair is occupied annually by a distinguished visiting lecturer.

Meyer and Ida Kirstein Chair in Social Planning (1966) established by a perceptive gift from Meyer and Ida Kirstein of Swampscott, Massachusetts, to underwrite teaching and research in an important area of social welfare. The incumbent of the Chair is Robert Morris.

Lester and Alfred Morse Chair in Urban Studies (1969) established by Lester S. and Alfred L. Morse of Brookline, Massachusetts. The incumbent of the Chair is Howard Freeman.

John Stein Chair in Human Rehabilitation (1961) established by Misses Kate, Laura and Harriet Stein of Fort Worth, Texas, and New York City, in loving memory of their brother, John, to support teaching and research programs in human rehabilitation. The incumbent of the Chair is Violet M. Sieder.

Young Men's Philanthropic League Chair in Gerontology (1960) established by the Young Men's Philanthropic League of New York City, through annual allocation to support the teaching and research programs in gerontology.

Loan Funds, Traineeships, Endowments and Fellowships

The University has loan funds, and information can be obtained concerning them upon inquiry. Some tuition fellowships and graduate fellowships are available. Information may be secured from the Director of Admissions of the Heller Graduate School.

TRAINEESHIPS

The Heller School administers traineeships from a number of Federal agencies. All of the traineeships include tuition and an additional payment directly to students. *In all cases, the acceptance of the grant implies a general career interest in the field of the grant.*

Child Welfare, Community Services Administration, Social and Rehabilitation Services, Department of Health, Education and Welfare. Traineeships for the preparation of personnel for work in the field of child welfare. The training is designed to prepare people for roles in planning, administration, research, or teaching concerned with the prevention, treatment, or resolution of problems of children and youth, and with the development of social policies in this field. Director: Prof. Perlman.

Manpower Institutional Grant, Office of Research and Development, Manpower Administration, Department of Labor. To prepare students for administrative research and practitioner roles in the field of health and welfare manpower and for academic roles in the development of work-study career ladders and relevant curricula for training such manpower. Director: Prof. Derryck.

Mental Health, National Institute of Mental Health, Health Services and Mental Health Administration, Department of Health, Education and Welfare. To train experienced, professional social workers with a Master's degree for leadership positions in the fields of planning, administration, research, or teaching in the broad area of community mental health. Director: Prof. Sieder.

Mental Retardation, National Institute of Child Health and Human Development, National Institutes of Health, Department of Health, Education and Welfare. To train social workers and persons from related disciplines for research careers in the field of mental retardation. Director: Prof. Dybwad.

Social Gerontology, Administration on Aging, Social and Rehabilitation Services, Department of Health, Education and Welfare. The training is

designed to prepare individuals for key roles in research, planning, and administration addressed to social problems and social policy development in the field of gerontology. Director: Prof. Schulz.

Social Organization of Medical Care, National Center of Health Services, Research and Development, National Institutes of Health, Department of Health, Education and Welfare. To prepare students for research careers in medical care, particularly on organizational aspects including the provision and delivery of medical services, but also for careers in teaching and research on social aspects of health. (Awarded directly to students on individual application; additional information available from the Heller School.) Director: Prof. Freeman.

Vocational Rehabilitation, Rehabilitation Services Administration, Social and Rehabilitation Services, Department of Health, Education and Welfare. To train students for major administrative and research positions in the rehabilitation field providing them with scholarly background that enables them to integrate new developments in the broad fields of health and welfare in their work, to be aware of new developments in the social sciences relevant to this area, and to understand the value of research in the administration of social programs. Director: Prof. Dybwad.

SPECIAL STIPENDS

In addition to these traineeships and such fellowships as may be available through governmental and private sources, the special stipends listed below are awarded by the School.

Benjamin and Bertha Daitzman Loan Fund (1959) established by the family and friends of Mr. and Mrs. Benjamin Daitzman of Union City, New Jersey, in honor of their golden wedding anniversary, and in recognition of their devoted and continuing services to refugees and all others in need, available to graduate students in social welfare.

Millie Goldberg Memorial Fellowship Endowment (1963) established as a memorial tribute by Isadore J. Goldberg of Chicago and Milton D. Goldberg of Glenco, Illinois. The income will be used to provide an annual fellowship for a deserving student in The Florence Heller Graduate School for Advanced Studies in Social Welfare.

Edward Hano Fellowship (1958) established by his wife and members of the family as a tribute to the late Edward Hano of Granby, Massachusetts; income to provide supplementary fellowship assistance to gifted students pursuing graduate work in social welfare.

The Henry Kaufmann Fellowship in Group and Community Development (1964). A senior fellowship in group and community development at

The Florence Heller Graduate School has been established by the Henry Kaufmann Foundation, Judge Joseph M. Proskauer, Norman S. Goetz and Samuel Lemberg of New York.

The Herman Muehlstein Foundation Fellowship Fund (1966) established by the Herman Muehlstein Foundation to provide graduate study for students preparing for social welfare careers, preference to be given to students from the New York area.

Polaroid-Teger Fellowship (1967) established by the Polaroid Corporation, Cambridge, Massachusetts, in memory of John Teger, former executive at Polaroid and graduate student at the Florence Heller School, to be awarded annually to a student in social gerontology.

Rabbi Solomon Scheinfeld Fellowship Endowment (1959) established by the Sylvia and Aaron Scheinfeld Foundation of Chicago, Illinois, as a memorial tribute to Mr. Scheinfeld's distinguished father; the income to be used for fellowship assistance to gifted students, preferably from greater Milwaukee or Wisconsin, to pursue graduate study in social welfare.

Lucy Seclow Service Fund (1965) established by Edith Seclow Eger and Richard S. Seclow in memory of Lucy Samuel Seclow, to augment the resources of a graduate student interested in the field of child adoption.

Joseph F. Stein Foundation Fellowship in Social Welfare (1959) established by Mr. Joseph F. Stein of New York City for fellowship study in the field of social welfare.

Lillian Himoff Tiplitz Service Fund (1961). An annual contribution, in memory of Lillian Himoff Tiplitz, to augment the resources for assisting graduate students in the field of mental health.

The Wien International Scholarship Program (1958) established by the Lawrence A. and Mae Wien Fund, the program is designed to further international understanding, to provide foreign students with opportunities for study in the United States, and to enrich the intellectual and cultural life of the Brandeis campus.

Leon G. Winkelman Fellowship Endowment Fund (1959) established by the Leon G. and Josephine Winkelman Foundation of Detroit, Michigan, as a memorial tribute to Leon G. Winkelman, to subsidize a graduate fellowship in the field of gerontology.

Curriculum

The courses that comprise the curriculum of the School are classified under the four areas of core requirements as specified in the degree requirements listed above. Elective courses in specialized areas are listed separately. The student's program of study will be formulated and revised in periodic consultation with his advisement committee.

1. SOCIAL WELFARE

1.01 THE SOCIAL WELFARE SYSTEM IN THE UNITED STATES

Historical development of the social welfare system as a response to changes in economic, social, and political conditions in the United States. Survey of current structural, financial, and other policy issues in social welfare programs. Particular emphasis is given to policies and programs addressed to poverty, health, and other major problem areas. Visiting lecturers, field visits, and student reports supplement readings and discussion.

Mr. Perlman

1.03 CITIZEN INVOLVEMENT IN SOCIAL POLICY AND SOCIAL CHANGE

The course critically analyzes various types of human resource organizations (consumer, cause, self help, service, etc.), having a stated goal of social action or advocacy and identifies those components which support or constrain productive citizen participation in policy making, program decisions, administrative management, and service delivery.

Miss Sieder

1.04 POLICY ISSUES IN THE SOCIAL SERVICES

An examination of selected issues such as definition and categorization of the social services; relationship of income maintenance to personal social service; methods of service delivery; staffing and financing. Comparisons will be made between the United States and several other industrialized countries.

Mr. Gurin and Mr. Rein

1.06 INCOME MAINTENANCE PROGRAMS AND POLICIES

A survey of the various current and proposed policies and programs designed to alleviate poverty by the redistribution of real and in-kind income. Income transfer and tax policies are both considered. Major emphasis is given to concepts and analytical framework useful in developing and evaluating income maintenance programs and policies.

Mr. Schulz

2. POLICY-PLANNING-ADMINISTRATION

2.00 INTRODUCTION TO SOCIAL PLANNING

Planning as a process of social problem-solving and as a field of practice. Basic writings on policy development and program formulation are reviewed, with emphasis on the role of the practitioner and on the main political and analytical problems he must address. Reports by students and practice exercises supplement readings and class discussion.

Mr. Perlman

2.01 PRINCIPLES AND METHODS OF SOCIAL PLANNING

Examination of concepts and methods of social policy planning through the study of national, regional, and metropolitan planning cases in the United States. Emphasis is on linking goal selection, policy selection, program planning and implementation. Cases are drawn from social and health insurance, mental health, delinquency, anti-poverty, and urban development programs.

Mr. Morris

Prerequisite: 2.00 or other Master's level courses in community organization and planning or substantial knowledge of health and welfare service organization.

2.02 ADVANCED SEMINAR IN SOCIAL POLICY PLANNING

Critical review of the major theoretical constructs upon which policy planning is presumed to rest as a systematic or scientific effort. Systematic efforts to achieve improvement in human welfare through social-structural changes will be examined for their utility, feasibility, and wider applicability.

Mr. Morris

Prerequisite: 2.01 or equivalent.

2.03 STRUCTURES, PROCESSES, AND METHODS OF ADMINISTRATION

The course introduces students to the nature and functions of administration, provides students with the conceptual tools required to analyze administrative activities and to function effectively within formal organizations. Administration is viewed as a system of interrelated activities of formal organizations that are concerned with maintaining the organization as a viable goal directed and cooperative system.

Visiting Lecturer

2.04 PROBLEMS AND ISSUES OF ADMINISTRATION

A workshop course for students who expect to be administrators or who wish to develop analytic skills useful to program planners and organizational consultants, which seeks through case analyses to develop skills in analyzing and solving administrative and organizational problems or in designing organizational arrangements that take account of internal and environmental constraints.

Miss Sieder and Mr. Mott

2.05 URBAN PLANNING AND SOCIAL POLICY (MIT 11.55)

Examination of specific areas of urban planning and social policy in relation to a number of common issues such as: federal-state-local relationships; relationship of income provision strategies to service provision strategies; interaction effects between programs dealing with demand and those dealing with supply; universal versus selective programs. Specific areas to be considered in 1971-72 are social service programs and health programs. Course is offered jointly by the Heller School and the Department of Urban Planning and Studies, MIT.

Messrs. Austin, Morris, and Frieden (MIT)

2.06 URBAN PLANNING AND SOCIAL POLICY (MIT 11.56)

Continuation of 2.05 with emphasis on housing and manpower programs. May be taken independently of 2.05.

Messrs. Austin, Frieden (MIT) and Staff

2.08 SOCIAL POLICY ANALYSIS AND DEVELOPMENT

This seminar explores the common domain and key processes of social policies, develops a conceptual model of social policies and the force field surrounding policy evolution, derives a framework for analysis and development of social policies, applies the model and framework in studying selected policies, and examines implications for social and political action.

Mr. Gil

2.09 ANALYTIC TECHNIQUES FOR COMPLEX SYSTEMS DEVELOPMENT

Systems concepts and techniques are studied regarding their conversion and application to developing new and optimizing current life support and human service delivery systems. Formal methodologic steps in the development and design cycle of complex systems are emphasized, i.e., requirements versus constraints, concept development, functions analysis, means allocation, and performance evaluation.

Mr. Eicker

2.10 OPERATIONS RESEARCH: CONCEPTS AND TECHNIQUES

Introduces beginning students to a broad spectrum of operations research philosophy, concepts, and techniques, such as modeling, simulation, feedback, conditional probabilities and decision theory. Also introduced are some representative uses of these methodologies in applied human services systems.

Mr. Joshi

2.12 PRO-SEMINAR IN POLICY, PLANNING, AND ADMINISTRATION

An integrative seminar of advanced students and faculty designed to develop a conceptual framework in which to understand the inter-related issues in policy, planning, and administration.

Faculty

2.14 ANALYTIC METHODS IN ECONOMIC AND SOCIAL PLANNING

After considering the general theory of public expenditures, the course will investigate planning techniques, such as cost-benefit analysis, for evaluating particular social projects. Theoretical problems will be introduced in an elementary way. Planning techniques will be applied to particular problems such as pollution, transportation, manpower, health care, housing.

Mr. Friedman



3. SOCIAL SCIENCE

3.11 SOCIAL STRUCTURE AND SOCIAL BEHAVIOR

A basic course to introduce the student to the principal concepts of micro-sociology and macro-sociology. These concepts are used in analysis of social control, social change, social deviance and social disorganization. The relationship of sociology to social planning and policy development is considered.

Mr. Freeman

3.12 COMMUNITY ANALYSIS

The principal ways of conceptualizing community phenomena are reviewed and examined. These conceptualizations and the findings of community studies are probed for their usefulness in understanding the problems of American communities and what can be done about them.

Mr. Austin

3.13 PROBLEMS OF DEVIANCE

The history, epidemiology, etiology, intervention strategies, and problems of deviant behavior. A selected number of problems such as mental health, drug addiction, crime are explored in depth. Outside lecturers representing a variety of viewpoints on intervention and amelioration participate in the course.

Mr. Scott

3.14 BASIC CONCEPTS AND METHODS IN POPULATION STUDY

This course is intended for students with or without previous training in demography. It seeks to provide an introduction to the basic concepts, methodologies, and theories in population. Attention is also given to research findings with regard to social and demographic interrelationships.

Mr. Driver

3.15 SOCIAL PHILOSOPHIES AND SOCIAL MOVEMENTS

The first part of the course involves the development of two frameworks: one for the analysis of social movements and the second for explaining the origins of social movements. The second part of the course consists of student reports on specific social movements.

Mr. Driver

3.21 MICROECONOMIC THEORY AND ITS APPLICATION TO SOCIAL WELFARE POLICY

Major topics covered include: advantages and disadvantages of the competitive market mechanism, the distribution of income, market imperfections, and central planning alternatives. This course is a prerequisite for other economics courses.

Mr. Shulz

3.22 URBAN ECONOMICS

This course will consider factors affecting the location of economic activity among and within metropolitan areas, the economic development of urban areas, the fiscal problem of sub-national governments, the prospects for the development of black ghettos, and the prominent problems faced by most urban economies.

Mr. Hausman



3.23 ECONOMIC ASPECTS OF MEDICAL CARE

A study of the economic aspects of the production and distribution of medical-care services. Among the topics to be considered are the economic role of physicians, the structure of health manpower, the social and economic consequences of alternative methods of payment, and the role of government in the medical-care market. *Mr. Rosenthal*

3.25 LABOR ECONOMICS AND MANPOWER PLANNING

A basic course in the manpower program. Topics considered: (1) Labor force participation; (2) Determination of aggregate wages; (3) Analysis of relative wage rates; (4) Role of capital theory in returns to education and relative wages; (5) Problems of discriminated groups; (6) General areas of retraining; (7) Manpower planning; (8) Assistance to disadvantaged groups to enter the labor market.

Mr. Hausman

3.31 SOCIO-POLITICAL THEORY AND PUBLIC POLICY

The bearing of classical social and political theory on contemporary problems in social welfare policy, with particular reference to urban problems. Such concepts as state vs. society, representation and leadership, and democratic participation are explored, as they relate to issues such as the political structuring of American cities, and the control of neighborhood institutions. *Mr. Fein*

3.32 URBAN POLITICS IN THE UNITED STATES

An examination and analysis of government, politics, and policy development in urban America. Throughout the latter half of the course, special attention will be given to questions concerning the development and execution of public policy for urban areas, and the functions of professional planning in a pluralistic political system. *Mr. Binstock*

4. RESEARCH

4.01 STATISTICAL IDEAS IN RESEARCH

The first part of the course covers descriptive statistics and the second examines the use of statistics in drawing inferences. The course provides an understanding of the logical basis, the potentialities, and limitations of statistical methods as well as the technical procedures of applied research.

Mr. Kurtz

4.02 RESEARCH METHODS—DESIGN AND EXECUTION

Designed to provide students with an understanding of current behavioral science research concepts and with basic technical knowledge necessary to conduct, administer, and evaluate social research. Topics include: (1) Underlying assumptions of behavioral science research methods; (2) The research process; (3) Methodological procedures; (4) Analysis of data and interpretation of findings; (5) Practical problems in conducting research.

Mr. Freeman

4.03 QUANTITATIVE ANALYSIS OF DATA

The primary requirement of the course will be the investigation of a research problem originating with the student, using data which he acquires and analyzes with existing computer methods and statistical procedures.

Mr. K. Jones

4.04 ADVANCED STATISTICS

The course will deal with simple correlation, partial and multiple correlation and analysis of variance. Since most problems will be done by computer program, a knowledge of the computer as well as elementary statistics is assumed.

Mr. K. Jones

4.05—

4.06 MULTI-VARIATE ANALYSIS I AND II

This course will introduce the student to and give him experience with multivariate methods. The two semesters will involve the completion and report of a multivariate analysis using computer techniques. This will be worked out with the instructor and will normally be allied with the student's dissertation topic or proposed topic.

Mr. K. Jones

4.08 EVALUATIVE RESEARCH

The role of evaluation in programs of directed social change and methodological strategies appropriate to program evaluation. Primary methodological emphasis is on adaptation of experimental designs. Problems in establishment of the evaluation role, execution of research, and implementation of findings are discussed.

Mr. Caro

4.10 THEORY, DESIGN AND INFERENCE

An introduction to the process of theory construction in relation to research reports and designs. Readings in the course include literature from philosophy of science to problems in drawing inference from statistical findings.

Mr. Kurtz

5. SPECIALIZED COURSES

5.11 DEMOGRAPHIC, ECOLOGICAL AND ECONOMIC FACTORS IN MEDICAL CARE

Exploration of social and economic factors affecting the preception and use of medical facilities by populations. New methods of providing medical care will be critically examined. *Mrs. Klerman*

5.21 PSYCHOLOGICAL AND SOCIAL PROCESSES OF AGING

The course will examine the social life cycle of individuals from mid-adulthood through late maturity. Theories of development and aging will be tested against the empirical evidence available. Problems of application of research to the practice of gerontology will be selectively posed. *Mrs. Howell*

5.22 POLICY ISSUES IN AGING

An analysis of various issues and policy problems in aging with emphasis on the evaluation of resulting policies and programs. Topics covered will vary from year to year, depending on instructor and student interest and current developments in the field.

Mrs. Howell and Faculty

Prerequisite: 5.21 or permission of instructor.

5.31a SOCIAL AND PSYCHOLOGICAL ASPECTS OF THE EMPLOYMENT RELATIONSHIP

This half course will consider : (1) Determinants of motivation, incentives to work; (2) Attributes of employment relationship necessary to insure well-motivated employees; (3) Interpersonal and small group problems—(a) Their effects on the work output of groups; (b) Their impact on relationships to other workers and to management.

Mr. Caro

5.31b URBAN EDUCATION AND MANPOWER POLICY

This half course will consider the concept of human capital investment, its manpower implications for the urban population; critical examination of assumptions and arguments regarding underachievement in urban education; manpower implications of HEW legislation. Concepts employed in testing and evolution of urban education and manpower program will be examined.

Mr. Derryck

5.32 MANPOWER PROBLEMS OF THE DISADVANTAGED

Present manpower programs for the disadvantaged are examined and evaluated for their adequacy in defining a national policy. Topics include: The problems of low wage occupations (household workers), migrant farm workers, and the urban disadvantaged; The role of the employment service in implementing manpower policy of the disadvantaged.

Mr. Derryck

5.42 COMPREHENSIVE STATE PLANNING FOR THE HANDICAPPED

An introduction to the realities of state planning with particular reference to new approaches aiming at comprehensive state wide planning for services to handicapped citizens. Origin, methodology and effectiveness of an example of planning in one of the states. *Mr. Dybwad*

5.52 PUBLIC POLICY WITHIN THE JEWISH COMMUNITY

Organized communities within America may be viewed as policy-making entities. The degree to which the policies they pursue are explicit rather than implicit, consistent rather than inconsistent, and well-informed rather than poorly-informed, will vary. So, too, will the nature of power distribution within the community. Such issues will be examined within the Jewish community. *Mr. Fein*

5.72 COMMUNITY MENTAL HEALTH

This course attempts to identify, describe and classify concepts which collectively constitute a framework for community mental health programs. Concepts derived primarily from social science theory are utilized. Selected policy issues associated with current community mental health approaches will be analyzed. *Mr. Scott*

5.81 SOCIAL POLICY AND WOMEN

The course will analyze the extent to which various policies maintain or change the distribution of sex-based statuses. Using the conceptual model developed in the Social Policy Study Program, students will examine the assumptions, objectives and effects of existing policies, and the possibility of achieving alternative policies. *Miss Brown*

Courses in other departments:

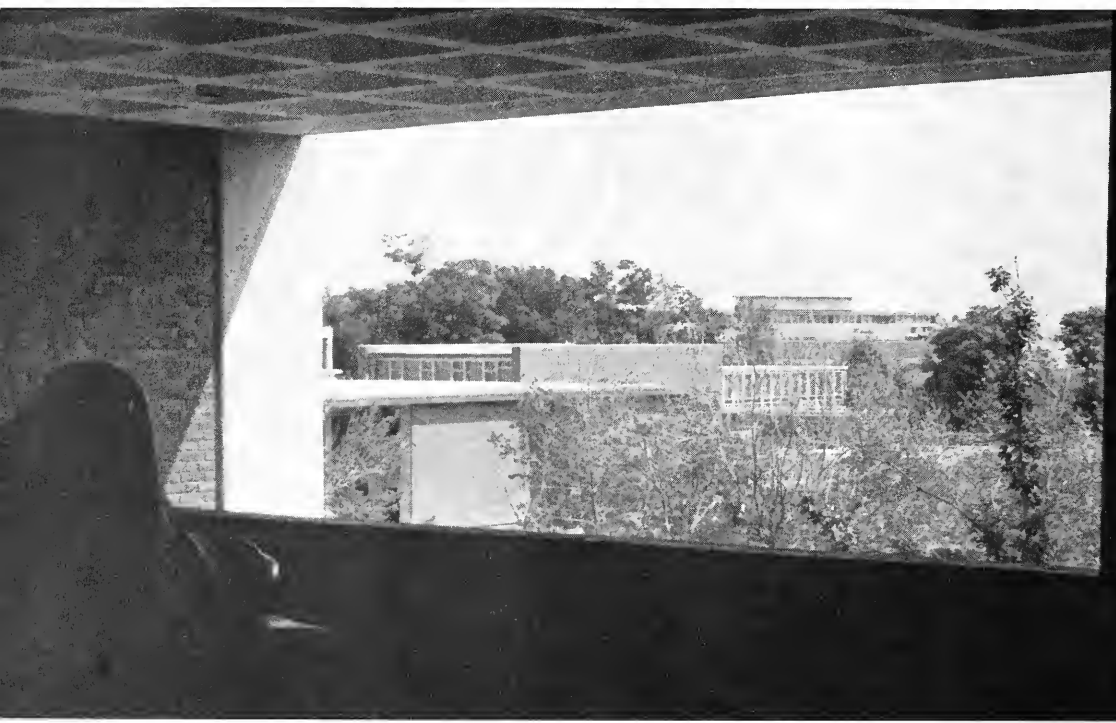
SOCIOLOGY 109a, INEQUALITY AND SOCIAL POLICY—*Miss Roby*

ECONOMICS 58b, ECONOMIC APPROACHES TO THE DEVELOPMENT
OF AMERICAN SOCIAL WELFARE—*Mr. Rosenthal*

CONTEMPORARY JEWISH STUDIES 205a, DYNAMICS OF SMALL
GROUPS—*Mr. Reisman*

The following courses are not offered in 1971–1972:

- 1.02 *Government Welfare Programs.*
- 1.05 *Historical and Contemporary Developments in Social Policy.*
- 2.22 *Innovative Social Design.*
- 3.17 *Social Theory and Social Change.*
- 3.18 *Theory and Research in Formal Organizations.*
- 3.19 *Seminar on Occupations and Professions.*
- 3.27 *Economic Role of the Public Sector.*
- 4.07 *Field Methods in Research.*
- 5.12 *Social Organization of Medical Settings.*
- 5.13 *Health, Community and Society.*
- 5.61 *Social, Physical and Psychological Processes in Children and Adolescents.*
- 5.82 *Population Policy in the United States.*



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